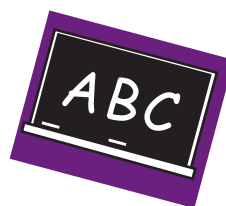


Functional Independence



Expressing Ideas

*Item Descriptor
Samples*

Grade 11

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Michigan Department of Education, Bureau of Assessment and Accountability contact information can be found in the General Information section of the *2010/2011 MI-Access Test Administrator Manual*.

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Expressing Ideas

This booklet contains sample Expressing Ideas items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Benchmark (EB) code and a brief description of what the item measures. This EB code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at www.michigan.gov/mi-access.

In the Functional Independence Expressing Ideas Assessments, students in grades 4, 7, and 11 are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two modes to express themselves. Students whose disabilities prevent them from writing or drawing may dictate their responses. A checklist is provided for students to use as they review and proofread their response to the prompt. During test administration, the teacher reads the directions, the prompt, and the checklist to the student before the student begins his/her response to the prompt.

Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. Sample student papers, the scores earned, and annotations for each response are included. The scoring rubric is shown at the end of the section.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

W.GN.11.FI.EB02: Write/draw informational piece

Prompt: What do you like to eat for dinner? Describe your favorite dinnertime meal.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.11.FI.EB01: Write/draw personal narrative

Prompt: If you could be anyone else in the world for one day, whom would you like to be? Tell why you would like to be this person. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.11.FI.EB01: Write/draw personal narrative

Prompt: Tell about where you would like to go on vacation and why. Be sure to include specific details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.11.FI.EB01: Write/draw personal narrative

Prompt: Tell about a person who has made a positive difference in your life. Describe how this person has made your life better. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.11.FI.EB01: Write/draw personal narrative

Prompt: Tell about a career you would like to have in the future. Tell why you would choose this career. Be sure to include specific details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

Anchor Paper 1

My future job plan is to be a famous artist. I like drawing though I am not the best in my class. I enjoy long walks and fishing. I commonly stop to draw an animal I have seen or thought of. I like drawing animals clearly because I like nature and the things in the wild. I wouldn't want it any other way but to get out there and draw something out of the norm. I love my work and this is why I love art.

If scribed, initial here: _____

Anchor Paper 1

Score Point 4

The writing focuses on the topic. The text includes appropriate details based upon the student's prior knowledge and experience (*I like drawing animals clearly because I like nature and the things in the wild*). There is clear organizational structure with a concluding sentence. (*I love my work and this is why I love art*). Errors in language conventions do not interfere with understanding.

Anchor Paper 2a

I would like to be a teacher and have my own childcare center. I would choose this career because I love working with young children. I love to answer questions, help them tie their shoes. Work with them - help them with spelling, help them count, I love to see the smile on the children's face. And I've always wanted to be a teacher ever since I was 13 years old. I have experience working with young children, I've always watched my friends children and I've also watched my little cousins all the

If scribed, initial here: _____

Anchor Paper 2b

Time. Working with children is really fun. I'm taking Early Childhood Education so that I can get more on hand training. And I'm also going to worksite here in the St. Clair's Elementary and I'm also getting training their also. I get to work with 19 children, and I love working with them. I love to hear them say - Hey ms teacher. Everytime I hear that I just smile and have a good day.

If scribed, initial here: _____

**Anchor Paper 2
Score Point 4**

The writing shows a strong focus on the topic. (*I would like to be a teacher and have my own childcare center.*) There are many appropriate details and examples based upon the student's prior knowledge and experience. (*I love working with young children. I love to answer Questions, help them tie their shoes. Work with them, etc.*) There is a clear organizational structure with a nice introductory sentence. The student demonstrates adequate control of word choice and language.

Anchor Paper 3

I would like to be a Simi Driver
because it would be fun to go around the world
So I would like to be a Simi Driver driving
that big truck making alot of money Just Sitting
the whole time driving So that what I am going
to do for my career.

If scribed, initial here: _____

Anchor Paper 3
Score Point 3

The writing is mostly on topic. There is some development of the topic with appropriate examples (*because it would be fun to go around the world; I would like to be a simi Driver driving that big truck and making lots of money*). The writing needs stronger organization and connections among ideas to obtain the highest score point. Errors in language conventions slightly interfere with understanding.

Anchor Paper 4

I wood like To Be a Mucanik Becus my
 Dad is one and I likeT help him somT times
 Sowe I can learn more about car and
 how they work sowe I can be a better
 mechanic wia I bit out of school and
 maybe go to collage sowe I can be
 state side and ase side
 Sowe I will have a better chance
 to finde a job that I like sowe I
 can do the job right and maybe be
 I can work with my Dad some
 Day.

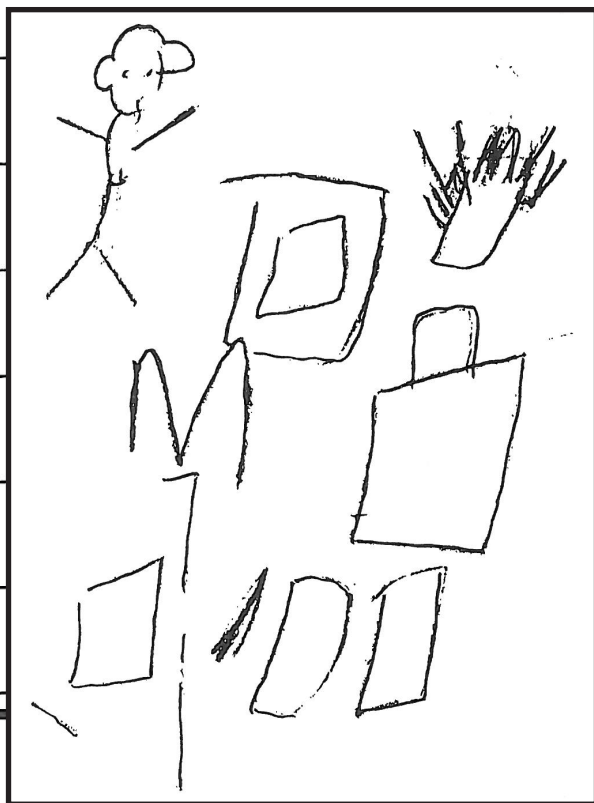
If scribed, initial here: _____

Anchor Paper 4
Score Point 3

The writing is on topic. There is development of the topic with appropriate examples. (*I wood like to be a mucanik Becus my Dad is one and I likeT help him somT times so we I can learn more about car...*) The text reflects a mostly organized structure, though the writing wanders. The writer needs tighter control of language conventions and connections to obtain the highest score point (long run on sentence, connection - so we). Errors in language conventions slightly interfere with understanding.

Anchor Paper 5

Work at McDonald's or something
like that. It would be
something to do. I'd like to
be a doctor, that'd be cool.
So I could make money doing
that, too, probably.



If scribed, initial here:

SA

Anchor Paper 5
Score Point 2

The writing is somewhat on topic. There is limited development with simplistic details given for two different career choices (*Work at McDonald's and I'd like to be a doctor...*). The drawing does not enhance the written text with additional details.

Anchor Paper 6

I want to do Pet Sitting
Because I love takeing care of them.
and takeing them for a Walks.

Anchor Paper 6

Score Point 2

The writing is somewhat on topic. There is limited development with only two simplistic details and examples (*Because I love takeing care of them and takeing them for a walks*).

Anchor Paper 7

I will like to do hair for my Career

Anchor Paper 7

Score Point 1

The writing shows some evidence of an attempt to respond to the prompt although there is no development of the prompt and no direction.

Anchor Paper 8

Get a job some where to work
at and finish my career

If scribed, initial here: _____

Anchor Paper 8**Score Point 1**

The writing shows some evidence of an attempt to respond to the prompt (*Get a job somewhere*) although there is little focus and no development of the topic. No specific career choice is given (*do work at and finish my career*).

Scoring Rubric - Grades 4, 7, and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



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